

District Report Card - Hanover

Hanover (01220000)

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Report Card:

This report includes information on the school's performance on the Massachusetts Comprehensive Assessment System (MCAS) by content area, grade level, and for particular student populations. Comparison data from the district, the state, and from 2001 are also provided. In addition, this report includes other information as required by the federal *No Child Left Behind* act.

Mission Statement:

"The mission of the Hanover Schools is to guide every student to thrive in a global society"

Enrollment - 2003		
	District	State
Race/Ethnicity		
White	97.7 %	75.1 %
African-American	0.7 %	8.8 %
Hispanic	0.4 %	11.2 %
Asian	1.2 %	4.6 %
Native American	0.0 %	0.3 %
Gender		
Male	50.5 %	51.5 %
Female	49.5 %	48.6 %
Selected Population Enrollment		
Limited English Proficiency	0.0 %	5.3 %
Low-income	2.5 %	26.2 %
Special Education	17.8 %	15.2 %
Migrant	0.0 %	0.2 %
TOTAL COUNT	2,729	982,152

Grades Offered: PK, K, 01, 02, 03, 04, 05, 06, 07, 08, 09, 10, 11, 12

2000-2001 Dropout Rate, Gr. 9-12: 1.3%

Percent of teachers licensed: 100%

Percent of core academic classes taught by highly qualified teachers: 98.4%

District Report Card - Hanover
Grade 03 - Reading

	Participation		% Students at Each Performance Level			
	#	%	A	P	NI	W/F
STUDENT STATUS						
Regular	200	100	NA	93	7	0
Disabled	32	100	NA	44	53	3
GENDER						
Female	116	100	NA	86	13	1
Male	116	100	NA	86	14	0
RACE/ETHNICITY						
African American/Black	2	100				
Asian or Pacific Islander	1	100				
Hispanic	1	100				
Mixed or Other	4	100				
White	224	100	NA	87	13	0
FREE LUNCH	8	100				
ALL STUDENTS						
2002	232	100	NA	86	13	0
2001	202	99	NA	84	14	2
STATE						
2002	74143	98	0	67	27	6
NOTE: MCAS results for groups with fewer than 10 students are not shown to protect student confidentiality						



District Report Card - Hanover
Grade 04 - English Language Arts

	Participation		% Students at Each Performance Level			
	#	%	A	P	NI	W/F
STUDENT STATUS						
Regular	168	100	16	65	18	1
Disabled	35	100	3	46	43	9
GENDER						
Female	98	100	13	61	22	3
Male	105	100	14	62	23	1
RACE/ETHNICITY						
African American/Black	1	100				
Asian or Pacific Islander	2	100				
Mixed or Other	3	100				
Native American	1	100				
White	196	100	14	62	22	2
FREE LUNCH	8	100				
ALL STUDENTS						
2002	203	100	14	62	23	2
2001	212	100	12	61	25	1
STATE						
2002	75008	97	8	46	37	10
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Grade 04 - Mathematics

	Participation		% Students at Each Performance Level			
	#	%	A	P	NI	W/F
STUDENT STATUS						
Regular	168	100	25	42	32	1
Disabled	35	100	6	34	49	11
GENDER						
Female	98	100	22	35	37	6
Male	105	100	21	47	32	0
RACE/ETHNICITY						
African American/Black	1	100				
Asian or Pacific Islander	2	100				
Mixed or Other	3	100				
Native American	1	100				
White	196	100	22	41	34	3
FREE LUNCH	8	100				
ALL STUDENTS						
2002	203	100	22	41	34	3
2001	213	100	21	42	35	2
STATE						
2002	75682	98	12	27	42	19
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Grade 06 - Mathematics

	Participation		% Students at Each Performance Level			
	#	%	A	P	NI	W/F
STUDENT STATUS						
Regular	174	100	13	46	32	9
Disabled	25	100	0	0	32	68
GENDER						
Female	104	100	8	39	37	16
Male	95	100	15	41	27	17
RACE/ETHNICITY						
African American/Black	1	100				
Asian or Pacific Islander	3	100				
Mixed or Other	6	100				
White	189	100	11	41	34	14
FREE LUNCH	7	100				
ALL STUDENTS						
2002	199	100	11	40	32	17
2001	229	100	28	38	24	10
STATE						
2002	78561	99	13	28	29	29
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Grade 07 - English Language Arts

	Participation		% Students at Each Performance Level			
	#	%	A	P	NI	W/F
STUDENT STATUS						
Regular	204	100	16	79	4	0
Disabled	29	100	0	38	59	3
GENDER						
Female	111	100	19	72	9	0
Male	122	99	10	76	13	1
RACE/ETHNICITY						
African American/Black	1	100				
Asian or Pacific Islander	2	100				
Hispanic	3	100				
Mixed or Other	6	100				
White	221	100	14	75	10	0
FREE LUNCH	8	100				
ALL STUDENTS						
2002	233	100	14	74	11	0
2001	220	99	14	66	19	2
STATE						
2002	76710	97	9	55	28	8
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Grade 08 - Mathematics

	Participation		% Students at Each Performance Level			
	#	%	A	P	NI	W/F
STUDENT STATUS						
Regular	197	100	18	38	40	5
Disabled	24	100	0	13	21	67
GENDER						
Female	108	100	19	34	39	8
Male	103	100	14	38	35	14
RACE/ETHNICITY						
Mixed or Other	1	100				
White	210	100	16	36	37	11
FREE LUNCH	4	100				
ALL STUDENTS						
2002	221	100	16	35	38	12
2001	192	99	20	36	35	8
STATE						
2002	74890	98	11	23	33	33
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District Report Card - Hanover
Grade 10 - English Language Arts

	Participation		% Students at Each Performance Level			
	#	%	A	P	NI	W/F
STUDENT STATUS						
Regular	157	100	41	51	8	0
Disabled	22	100	0	41	41	18
Limited English Proficient	1	100				
GENDER						
Female	96	100	40	49	7	4
Male	84	100	32	50	17	1
RACE/ETHNICITY						
African American/Black	1	100				
Asian or Pacific Islander	2	100				
Mixed or Other	4	100				
White	173	100	36	50	12	2
ALL STUDENTS						
2002	180	100	36	49	12	3
2001	162	99	25	49	20	6
STATE						
2002	65669	96	20	40	27	13
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Grade 10 - Mathematics

	Participation		% Students at Each Performance Level			
	#	%	A	P	NI	W/F
STUDENT STATUS						
Regular	157	100	32	41	24	3
Disabled	22	100	0	55	23	23
Limited English Proficient	1	100				
GENDER						
Female	96	100	29	42	21	8
Male	84	100	26	44	27	2
RACE/ETHNICITY						
African American/Black	1	100				
Asian or Pacific Islander	2	100				
Mixed or Other	4	100				
White	173	100	28	41	25	6
ALL STUDENTS						
2002	180	100	28	43	24	6
2001	162	99	23	33	40	5
STATE						
2002	66674	97	20	24	31	25
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Adequate Yearly Performance of School											
School	Gr	Subj	Base PI	Imp. Target	Cycle II PI	Perf. Rating	Imp. Rating	AYP 99	AYP 00	AYP 01	AYP 02
Cedar Elementary	4	ELA	88.0	+ 1.7	91.9	Very High	On Target	Y	Y	Y	Y
Cedar Elementary	4	MTH	79.7	+ 2.9	85.5	High	Above Target	Y	Y	Y	Y
Sylvester	4	ELA	91.0	+ 1.3	91.4	Very High	On Target	Y	Y	Y	Y
Sylvester	4	MTH	88.3	+ 1.7	87.0	High	No Change	Y	Y	Y	Y
Hanover Middle	7/8	ELA	92.5	+ 1.1	96.4	Very High	Above Target	Y	Y	Y	Y
Hanover Middle	7/8	MTH	75.1	+ 3.6	79.1	Moderate	On Target	Y	Y	Y	Y
Hanover High	10	ELA	80.7	+ 2.8	91.7	Very High	Above Target	Y	Y	Y	Y
Hanover High	10	MTH	65.0	+ 5.0	85.4	High	Above Target	Y	Y	Y	Y

Data Definitions

Enrollment

Limited English Proficient: are defined as "a student whose first language is a language other than English who is unable to perform ordinary classroom work in English."

Low Income: An indication of whether the student meets ANY ONE of the following definitions of low income:

1. The student is eligible for free or reduced price lunch; or
2. The student receives Transitional Aid to Families benefits; or
3. The student is eligible for food stamps

Migrant: An indication of whether an individual or a parent/guardian accompanying an individual maintains primary employment in one or more agricultural or fishing activities on a seasonal or other temporary basis and establishes a temporary residence for the purposes of such employment.

Percent of teachers licensed:

The percentage of teachers with Provisional, Initial, or Professional licensure (all teaching staff, including long-term substitutes). This information is not required from charter schools.

Percentage of core academic classes taught by highly-qualified teachers:

The percentage of staff, measured in "full-time equivalency", teaching in core academic areas, that meet the NCLB definition of highly-qualified. To meet the definition, teachers must hold a valid Massachusetts license AND demonstrate subject matter competency in the areas they teach. The core academic areas are defined as English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.

MCAS Student Status:

Regular: Students who do not meet the definition for Students with Disabilities or for Limited English Proficient.

Students with Disabilities: Students who have an individualized Education Plan (IEP) or a plan of instructional accommodations provided under Section 504 of the Rehabilitation Act of 1973.

Limited English Proficient: They are defined as "a student whose first language is a language other than English who is unable to perform ordinary classroom work in English."

Race/Ethnicity:

This data is collected on the MCAS test, and is collected differently than in the enrollment statistics. Students have the option on the MCAS of selecting more than one racial/ethnicity descriptor, and "other" is an option.

Eligible for F/RP Lunch: Students eligible for free or reduced price lunch.

Performance Level Definitions

(A) Advanced - Students demonstrate a superior understanding of challenging subject matter, and solve a wide variety of problems.

(P) Proficient - Students demonstrate a solid understanding of challenging subject matter, and solve a wide variety of problems.

(NI) Needs Improvement - Students demonstrate partial understanding of subject matter, and solve some simple problems.
(W/F) Warning/Failing - Students demonstrate minimal understanding of subject matter, and do not solve simple problems.

Adequate Yearly Progress Performance (School)

Information on the DOE's school performance rating process can be found at <http://www.doe.mass.edu/ata/sda.html#sprp>.

Base PI - The cycle II **baseline proficiency index**. This measure is based on the 1999 and 2000 MCAS results and is an indicator of how close the school is to having all of its students Proficient or Advanced.

Imp. Target - The school's **improvement target** is the proficiency index points needed, every two years, to close the gap between the baseline and the NCLB goal of all students proficient by 2014.

Cycle II PI - The cycle II **proficiency index**. This measure is based on the 2001 and 2002 MCAS results and is an indicator of how close the school is to having all of its students Proficient or Advanced.

Perf. Rating - The **performance rating** is based on the cycle II PI. The six ratings are Very High, High, Moderate, Low, Very Low, and Critically Low.

Imp. Rating - The **improvement rating** is based on the actual change in the proficiency index, from the baseline to the end of the cycle, compared to the improvement target. The five ratings are Above Target, On Target, Improved Below Target, No Change, and Declined.

AYP - A determination of whether the school has made "adequate yearly progress".